Analysis –

NORWAY

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Project partnership

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1   BACKGROUND

The importance of multilingualism has been outlined in the communication of the Commission promoting Language Learning and Linguistic Diversity (An Action Plan 2004 – 2006 (COM 2003)) and the Commission describes the ability to understand and communicate in more than one language as "a desirable life-skill for all European citizens" (European Commission 2005). It is said to

§ encourage people to become more open to other people's cultures and outlooks,

§ improve cognitive skills and strengthen mother tongue skills,

§ enable people to take advantage of the freedom to work or study in another Member State.

The enlargement of the European Union, the raise of mobility within Europe including migration to the EU, and the development and objective of a society based on knowledge influenced highly the issue of multilingualism and its importance. Currently about 450 languages are spoken in the European Union. For the European Union member states, especially for decision makers, there is a challenge to create a system of communication above barriers of foreign languages and cultures. Moreover the knowledge of foreign languages and cultures can positively influence the development of entrepreneurship, better working places, intercultural dialogue and international communication.

For these reasons, awareness raising and motivation enhancement to learn (foreign) languages are of paramount importance to each EU member state. This might not be new for most of us but there has still been some lack of motivation or lack of reasons for learning in particular referring to young, deprived learners.

Thus this project, YELL Young Europeans Love Languages, is a network whose main aim is to promote languages learning as a key competence for lifelong learning and therefore addresses formal but also to a greater degree non-formal and informal learning environments and situations (in education, cultural, social, sport institutions offering various ways of spending free time among young people) who can enhance language learning of this target group.

One of the first activities performed within the network was the research on the country situation on relevant aspects to improve the above described situation. This document is one of the main outputs of it.

2 INTRODUCTION

The YELL network prepared this report to provide project partners, trainers, teachers, tutors with a detailed analysis of the current language education policy and programs in the partner countries, i.e. in Austria, Belgium, Bulgaria, Germany, Italy, Latvia, the Netherlands, Norway, Spain and the UK. It covers, inter alia, the following areas:

- § situation of foreign language learning, what languages are taught
- § education policy and programs,
- § condition for reaching young people and motivating them to participate in learning languages outside formal education, including identifying and collection of best practices

Based on desk & field research, data has been collated and analysed. Associated partners and actors of local networks as well as relevant stakeholders who were invited to several meetings and workshops organized by project partners, as well as participants of the joint thematic seminar held in Vienna (July 7th, 2009) contributed to the elaboration of recommendations and good practices summarized in this document.

The following include the summary on the country findings regarding formal, non-formal and informal language learning issues (Part 1), Good Practices collated by project partners (Part 2) and a catalogue of recommendations of importance for the elaboration of other project results, such as the YELL Handbook.

This report can be downloaded free of charges from the project website www.yell-project.eu

3   THE COUNTRY SITUATION
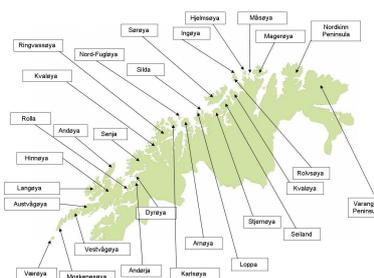
3.1   Introduction

3.2   Education policy and programs in Norway

3.2.1 The Norwegian education system

Universal schooling for children was introduced in Norway 250 years ago. From 1889, seven years of compulsory education were provided, 1969 this was increased to nine years and in 1997 to 10 years. Hence, compulsory schooling in Norway now lasts for ten years, and the children start school the year they are six years old.

3.2.1.1   Formal Education – Educational System

Primary and lower secondary school

As a result of Norway's scattered population, forty per cent of primary and lower secondary schools are so small that children of different ages are taught in the same classroom. Primary and lower secondary levels are often combined in the same school.

The introduction of the reform "Knowledge Promotion" in August 2006 has provided all grades with new curricula with clearly stated competence objectives. The curriculum has emphasized basic skills in being able to express oneself orally and in writing, in reading, in numeracy and in the use of digital tools.

The collective objectives and principles for teaching in primary and lower secondary schools are defined in this national curriculum. The curriculum for primary and lower secondary education includes:

§ Core curriculum for primary and lower secondary, upper secondary and adult   education

§ Principles and guidelines for primary and lower secondary education

§ Curricula for individual subjects

The subject curricula include a common learning content for all pupils, which increases in scope throughout the school and is greatest at the lower secondary stage. This common learning content is enlarged on and supplemented to adapt it to local conditions and to the needs of individual pupils.

In addition to the compulsory subjects, pupils are required to choose one of the following options:

§ Second foreign language. Pupils can choose a foreign language in addition to English, i.e. German or French or another language on the basis of local or regional needs.

- **§** Supplementary language study. Pupils can choose additional in-depth study of a language they already have a basic knowledge of.
- **§** Practical project work. This is an activity that is planned in cooperation with the pupils.

Upper Secondary Education and Training

All young people between the ages of 16 and 19 have a right to upper secondary education and training. The pupils can choose between vocational education programmes or programmes for general studies.

All levels in upper secondary education and training are adopting new curricula with clearly stated competence objectives. The curricula place a general emphasis on basic skills in being able to express one self orally and in writing, in reading, in numeracy and in the use of digital tools.

The county authorities fund upper secondary education and training and have a great deal of freedom when it comes to organizing the education. The vocational education programmes include training in training establishments or education in school.

Upper secondary education and training is available all over the country so as to ensure an equal education for all. Earlier there were a number of different types of school offering upper secondary education courses of varying length, but since 1976 Norway has had a unified upper secondary structure that coordinates general studies and vocational studies.

The education and training normally takes three years, divided into three levels: Vg1, Vg2 and Vg3 (in a few cases four years with a Vg4).

Vocational education and training mainly leads to a craft or journeyman's certificate, usually after two years in school and one year in-service training in an enterprise. In-service training at a training establishment is usually combined with one year's productive work, so that the apprenticeship takes two years in all.

If it is impossible to provide enough training places, the county authorities are obliged to offer Vg3 in school, in which case there is no productive work. The final craft or journeyman's examination is the same as it would have been after training in a training establishment.

When it comes to subjects that are not recognized trades, vocational education will only be given in school and lead to vocational qualifications.

General studies take three years and lead to general university admissions certification. It is possible for pupils who have finished their vocational education at Vg1 and Vg2 to take Vg3 supplementary programme for general university admissions certification.[1]

International studies
Some students are offered to take their studies and/or training in England or France

3.2.1.2   Non-formal learning

There are a number of exchange organizations and other organizations motivating and encouraging students to learn different languages and cultures outside formal learning institutions in Norway. Examples are:

AFS Norway – International exchange
AFS is the world's oldest and biggest exchange organization. It is a non-profit organization whose aim is to achieve a larger understanding and more knowledge of other cultures. The students are given a unique opportunity to learn more about other cultures, meet people from all over the world, and learn a new language and acquire knowledge of how to adapt to new environments. AFS Norway cooperates with more than 50 different countries all over the world.

Youth in Action
Youth in Action is the new EU Programme in the field of youth lasting from 2007 until 2013 with a total budget of 885 million euros. It is the successor of the YOUTH Programme (2000-2006). Youth in Action is called "Aktiv ungdom" in Norwegian. The Directorate for Children, Youth and Family Affairs is the Norwegian National Agency for Youth in Action.

The Youth in Action Programme makes an important contribution to the acquisition of competences and is therefore a key instrument in providing young people with opportunities for non-formal and informal learning with a European dimension. It encourages the involvement of young people with fewer opportunities and addresses young people aged between 13 and 30, as well as youth workers and youth organizations.

This Programme is the result of a large consultation with the different stakeholders in the youth field and is the response to the evolutions in the youth sector at European level. It aims to inspire a sense of

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[1] Ministry of Education and Research: *http://www.regjeringen.no*

European citizenship among the youth of Europe and to involve them in constructing the future of the Community.2

European Youth Parliament

The European Youth Parliament (EYP), which was founded in 1987 as the project of a school in Fontainebleau (France), is a unique forum designed to actively engage young people in the moulding of their future society.

The EYP represents a non-partisan and independent educational project which is tailored entirely to the needs of the young European citizen.

The EYP encourages independent thinking and socio-political initiative in young people and facilitates the learning of crucial social and professional skills. Since its inauguration, many tens of thousands of young people have taken part in regional, national and international sessions, formed friendships and made international contacts across and beyond frontiers. It has thus made a vital contribution towards the uniting of Europe.

Today the EYP is one of the largest European platforms for political debate, intercultural encounters, political educational work and the exchange of ideas among young people in Europe. The EYP consists of a network of 32 European associations and organisations in which thousands of young people are active in an honorary capacity. 3

Norway has participated in The European Youth Parliament since 1995. Norway arranged a very successful international session in Stavanger during spring of 2005. We also took part in sessions in Dublin, Ireland in November 2007 and in Prague in the Czech Republic in April 2008.

Tysk-Norsk Ungdomsforum

The German-Norwegian Youth Forum started during the fall of 2007. It is funded by The Norwegian Department of Education, German Norwegian Network, E.ON Ruhrgas, Statoil, The Ministry of Education and Research and The German Ministry of Foreign Affairs. In September 2008 youth from both countries met in Stavanger, Norway, to share their opinions on cultural diversity and identity, acquiring new knowledge, both in language and culture.4

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2 Aktiv Ungdom: *http://www.aktivungdom.eu/english/*
3 European Youth Parliament: *http://www.eypej.org*
4 Deutsch-Norwegisches Jugendforum: *http://www.dnjf.org/nb/home*

3.2.1.3 Informal learning

TV/movies/cinema

One of Norway's biggest advantages when it comes to informal language learning is that neither TV nor cinema is dubbed or voiced over. They are subtitled in Norwegian only. In some cases you find alternatives, both the original language-version and a dubbed version. This is mostly common in children's programmes on TV or children's movies.

According to Associate professor Jan Emil Tveit at NHH subtitles have a clear pedagogical value. Indications are that one can have a clear learning outcome in terms of increased understanding and vocabulary by being exposed to the sound of a language while reading the translated subtitles, he says. [5]

Computer games/ Internet

Since the reform "Knowledge promotion" was introduced in 2006, all students in upper secondary schools are required to provide for their own computers. They are all frequent users of different chatting-networks, computer-games and of course the Internet in general.

Vacations abroad

According to "Statistisk Sentralbyrå," Norwegians went on holiday 5.8 million times in 2007. 3.4 million, or 58% of these vacations, went abroad. Spain is still the most favourable destination visited more than 650 000 times in 2007. Our neighbouring countries Denmark and Sweden rank second and third, with respectively 348 000 and 309 000 long trips the same year.

The number of vacations to the most visited destinations 2007:

[6]

Antall ferieturer til mest besøkte utenlandske feriemål. 2007. 1 000

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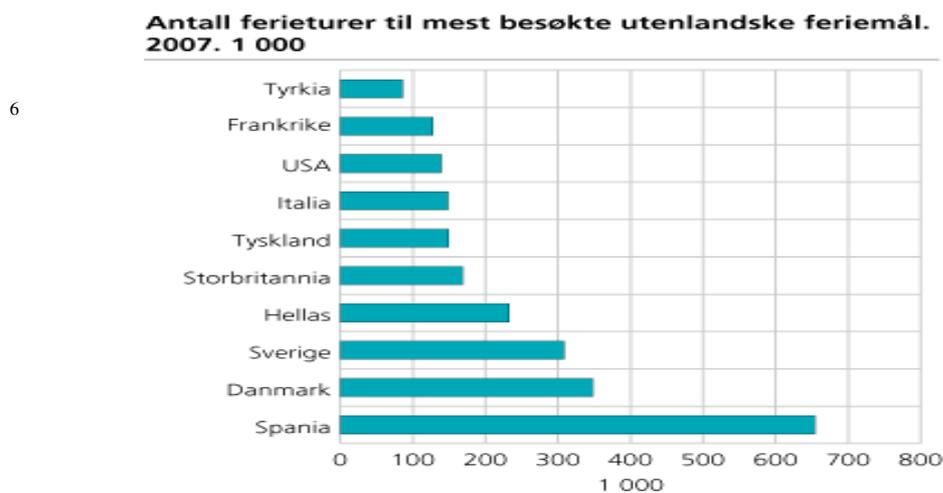
[5] www.forskning.no: *Undertekst eller voice-over*
[6] Statistisk Sentralbyrå 2008
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3.2.2 Responsible policy making organizations and their priorities

3.2.2.1 Responsible policy making organizations - Formal education

The Norwegian parliament (the Storting) and the Government define the goals and decide the budgetary frameworks for education. The Ministry of Education, Research and Church Affairs is Norway's highest public administrative agency for educational matters, and is responsible for implementing national educational policy. A common standard is ensured through legislation and through national curricula.

In each of the 18 counties, a branch of the National Education Office represents the central government at the regional level. In cooperation with municipal and county authorities, the National Education Office ensures that appropriate schooling is provided for young people in compliance with all regulations concerning the school, and also ensures the provision of adequate adult education facilities.

In recent years considerable responsibility and decision-making authority has been delegated from the central government to municipalities and county authorities. Individual municipalities are responsible for running primary and lower secondary schools, while county authorities have responsibility for upper secondary schools. Within the framework of statutes and national curricula, municipalities, schools and teachers are able to decide what learning materials to use and what teaching methods to adopt. Each school has a head teacher as well as various boards and committees. The State has responsibility for universities and colleges, but also provides considerable financial support for the running of primary and secondary schools.

3.2.2.2 Directorate for Education and Training

The Norwegian Directorate for Education and Training is responsible for the development of primary and secondary education.

The Directorate is the executive agency for the Ministry of Education and Research.

In this capacity the Directorate has the overall responsibility for supervising education and the governance of the education sector, as well as the implementation of Acts of Parliament and regulations. The Directorate is also responsible for managing the Norwegian Support System for Special Education (Statped), state-owned schools and the educational direction of the National Education Centres.

The Directorate is responsible for all national statistics concerning primary and secondary education and on the basis of these statistics initiates, develops and monitors research and development.

The objective of the Directorate is to ensure that all pupils and apprentices receive the high quality education they are entitled to.

The Directorate was established on 15 June 2004.[7]

3.2.2.3   Priority areas

The priority areas in formal education are designed to reinforce education in areas where extra efforts are particularly necessary. Strategic Plans have been made for each priority area to promote and strengthen efforts in selected areas for a certain period of time. The Strategic Plans provide information about the objectives and measures that major educational participants are to follow in their work. Others will find that the Strategic Plans provide them with information and ideas for their own activities.[8]

One of these priority areas is:

Languages Open Doors 2005-2009

The objectives and measures in this Strategic Plan for strengthening the position of foreign languages in primary and secondary education and training are concerned with three priority areas: lifelong language learning, improved language teaching and an increased interest in and motivation for language learning.

Languages Open Doors is a Strategy for promoting foreign languages in primary and secondary education and training 2005 – 2009, and was established by the Ministry of Education and Training in June 2005. The Strategy was revised in January 2007.

Languages Open Doors was one of the mottoes of the European Year of Languages in 2001. The Year of Languages created awareness of the abundance represented by the European language diversity, and made it clear that language is one of the most important ways of creating understanding and tolerance between groups of people. It also showed the necessity of improving foreign language teaching and changing attitudes to how this teaching should be.

The objectives and measures in this strategy are based on the EU's Action Plan for Languages called Promoting Language Learning and Linguistic Diversity. An Action Plan 2004-2006 which describes three priority areas: lifelong language learning, improved language teaching and an increased interest in and motivation for language learning. Language learning is no longer seen as something which only takes place within the framework of the school's curricula and practices. It is a lifelong challenge, and primary and secondary education must provide the foundation for this learning process.

The main objective is:

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[7] Utdanningsdirektoratet: http://www.utdanningsdirektoratet.no/templates/udir/TM_Artikkel.aspx?id=346

[8] Ministry of Education and Research: http://www.regjeringen.no/en/dep/kd/Selected-topics/compulsory-education/strategic-plans.html?id=445770

Improved skills in more foreign languages for pupils, apprentices and teachers in primary and secondary education and an increased interest in and motivation for language learning.

The plan has six objectives:

1. Greater diversity and breadth in foreign language teaching
2. Improved quality in foreign language teaching
3. Increased recruitment and enhanced competence for foreign language teachers
4. Increased knowledge about the demand for foreign language competence
5. Strengthened internationalization in foreign language teaching
6. Increased research and development work in the field of foreign language teaching

The plan indicates the central role of school owners, but also points out that many parties outside the Norwegian educational system can be important contributors to strengthening foreign languages in primary and secondary education. In June 2005 the Norwegian Centre for Foreign Languages in Education was established at Østfold University College. The Centre will be instrumental in realizing the measures of the Plan, in collaboration with the Directorate for Education and Training, the Centre for the Internationalization of Higher Education (SiU), VOX, universities and university colleges.

The Strategy is to be updated each year. Measures that have been carried out are to be evaluated and ongoing measures are to be given continuous evaluation.[9]

3.3 Financial educational support

There is no special funding for language students in Norway. However there's an educational support offered to everyone who studies, no matter the subject.

There are two main support schemes: One for pupils in ordinary upper secondary education, and one for students in higher education and some other types of education (for instance secondary education for adults, vocational education, folk high school). As a main rule, educational loans are interest-free during the education.

The main types of educational support are grants and loans. Support is awarded to:

§ Educational programmes in Norway that are approved by a law on education
§ Educational programmes in Nordic countries that are publicly approved in the country, and covered by the country's educational support schemes

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[9] Ministry of Education and Research: http://www.regjeringen.no/en/dep/kd/Selected-topics/compulsory-education/strategic-plans/languages-open-doors-.html?id=279658

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§ Education abroad, on certain conditions

For pupils in ordinary **upper secondary education**, support is mainly awarded through grants, which are means-tested against the parents' income and against the pupil's income from apprenticeship or social benefits. Grants that are not means-tested may be awarded for living expenses, travels, and necessary personal equipment for the education.

Students in **higher education** are awarded a fixed amount as a loan, and for students who do not reside with their parents, part of the loan may be converted to a grant upon completion of the education. The grant is means-tested against the student's income or social benefits. Grants may also be awarded for travels and providing for children and loans may be granted for tuition fees.

For education abroad, a separate set of rules applies regarding support for tuition fees and travels.

3.3.1 Limited time

It is limited how many years the student may be awarded support for his/her education. For upper secondary education, support may be awarded during the period the pupil has the legal right to the education on this level. For students in higher education, support may be awarded for a period up to eight years totally (the period may be extended for certain groups). Students can be delayed in their education for up to one year without losing their right to educational support.

There are also schemes where all support may be awarded as grants during certain periods. This includes periods after birth/adoption, periods when the student is unable to study due to illness, and for refugees who take upper secondary education. [10]

3.3.1.1 Scholarships

There are also a number of different scholarships one can apply to, also when it comes to language learning.

3.3.1.2 Trollstipend

According to The Agreement of Financial, Industrial and Scientific Cooperation (Trollavtalen) from 1986, Norway has committed to eliminate an amount to scholarships for Norwegian French teachers and students in both primary and secondary schools. These scholarships are to be used for studies and projects in France.

There are both individual and group scholarships, given to:

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[10] Lånekassen: *www.lanekassen.no*

- § French teachers who has been teaching for at least three years and has a formal education in French
- § Groups or classes accompanied by a teacher from lower and upper secondary schools, students between the age of 14 and 20.[11]

3.3.1.3 German scholarships

Every year, German authorities offer scholarships to students participating in summer classes in Germany. The aim is to give Norwegian students the opportunity to get to know the country and its culture in addition to practical language training. They normally grant about 17 scholarships a year, divided by two groups with 12 participants each.12

3.3.1.4 Current initiatives

There are no national or regional initiatives at the moment that will have any impact on the language learning situation in Norway.

3.3.1.5 Responsible policy making organisations – Non-formal- Informal

Centre for Internationalization in Bergen controls all the European Union programmes within the education sector 13

Norwegian Directorate for Children, Youth and Family Affairs (Bufdir) is the Norwegian governmental office for the welfare and protection of children and families. Its main objective is to provide services of high and accurate quality to children, young people and families in need of assistance and support regardless of where in Norway they live.14

In addition to this, they are also responsible for informal learning through EU youth programmes.

3.4 Good practices in regards to language learning

3.4.1 Formal education
Norwegian centre for foreign languages in education - Østfold University College
The centre is to be a national resource centre for the teaching of foreign languages in primary/lower secondary education and is to make efforts to ensure that the teaching of foreign languages is of a high

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[11] Fylkesmannen i Vest-Agder: *http://www.fylkesmannen.no/fagom.aspx?m=19484&amid=1030064*
[12] Fylkesmannen i Vest-Agder: *http://www.fylkesmannen.no/fagom.aspx?m=19484&amid=1034452*
[13] Senter for internasjonalisering av høgre utdanning: *www.siu.no*
[14] Barne-, ungdoms-og familieetaten: *www.bufetat.no*

quality, adapted to each pupil and given a practical, varied content. The centre is to make efforts to ensure that all pupils are offered high quality teaching in a wide range of foreign languages at as early an age as possible. The centre is to contribute towards Norway becoming a country whose inhabitants have a high level of proficiency in many foreign languages, both European and non-EThe work of the Centre is determines by the mandate and letter of commission. The Centre has also been given responsibility for initiatives in Languages Open Doors, a strategy for promoting foreign languages in primary and secondary education and training 2005-2009.

Their working areas are:

- § **Information work -** Develop Internet resources, brochures, regular distribution of newsletters etc.
- § **Studies, grants. courses, teaching aids**
- § **Working with society, the media and schools** - Keep contact with schools, inspire, inform and give guidance to teachers as well as give publicity to languages in the media
- § **The European Day of languages 26 September** - Mark this annual event by providing information on activities, arranging competitions etc.
- § **CLIL - Content and language Integrated Learning** - Initiate and follow up projects using foreign languages as working languages in other subjects
- § **The European Language Portfolio** - Provide information on and follow up the use of the European Language Portfolio as an educational tool in language learning
- § **National Network for English and Foreign Languages** - Coordinate the work of the network
- § **ECML - European Centre for Modern Languages** - Disseminate information on ECML and the Centre's activities and publications, nominate Norwegian participants for courses, workshops and other activities. and attend meetings of the Governing Board as an observer
- § **The Early Start project for second foreign languages** - Provide information on the pilot project and serve the network forum
- § **Research and development:** Projects within language teaching Conferences and seminars Publications Information on relevant literature and events [15]

3.4.1.1   The National Centre for Multicultural Education

The National Centre for Multicultural Education (NAFO) was established on 1st January 2004 as one of the steps undertaken by the Norwegian government to implement its strategic plan: "Equal Education in Practice! Strategy for better learning and greater participation of linguistic minorities in kindergartens, schools and education". A revised edition of this plan was published in February 2007.

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[15] Fremmedspråksenteret: http://www.fremmedspraksenteret.no/

The Centre shares responsibility with other educational institutions for the implementation of about half of the 38 initiatives in the revised strategic plan.

NAFO builds on the strategy developed by the Centre for Competence Development in Multicultural Schools (SEFS), but extends its field of work to include kindergartens, adult education institutions and universities and university colleges.

Collaboration structures developed with key professional environments within the school system in the different regions in Norway, known as the SEFS-wheel, will be further developed and maintained by NAFO. SEFS focus-schools now constitute NAFO's school network. NAFO runs competence-building programmes for work within, and leadership of, institutions concerned with the education of linguistic minorities and for the development of inclusive multicultural learning communities in Norway.

The Centre's target groups are day-care centre owners, early childhood learning centre owners, school owners, school administrators and teachers, university colleges and universities. The Centre collaborates with specialist environments at universities, university colleges and resource centres, and works to promote the establishment of networks in this field at national and local levels. In addition, the Centre collaborates with institutions such as the Norwegian Board of Education, VOX, the County Governors Offices, resource centres in the municipalities and counties, FUG, UDI, KIM and relevant immigrant organizations.

The Centre is located at Oslo University College and is allocated funds in the same way as are other national centres. [16]

3.4.1.2 IB International Baccalaureate

There are 23 IB World Schools in Norway offering one or more of the three IB programmes. 3 schools offer the Primary Years Programme, 5 schools offer the Middle Years Programme and 18 schools offer the Diploma Programme. The first school was authorized in 1978.

The International Baccalaureate (IB) Diploma Programme (DP) is an educational programme examined in one of three languages (English, French or Spanish) and is a leading university entrance course.

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[16] Høgskolen i Oslo: http://www.hio.no/content/view/full/65849

3.4.1.3 Bergeland vocational school

Bergeland vocational school in Stavanger, Norway offers a one-year study in arts and design at Somerset College of Arts & Technology in Taunton, England. The students live with their own host family where they're expected to participate in the family's everyday life and adjust to their routines, hence language learning.

3.4.1.4 Language lab

ARM Language Lab is a completely web-based solution, integrated in the different schools' learning platform, i.e. It's Learning or Fronter.

Languages offered in the language lab are Norwegian, English, French, Spanish, German and Russian, our most taught languages.[17]

3.4.1.5 eTwinning

eTwinning supports joint projects between at least two different schools from different European countries. The schools initiate a project and use information- and communication tools (ICT) in their work. There are no financial aids or administration associated with this program and physical meetings are voluntary.[18]

3.4.1.6 What languages are being learnt?

The most common languages taught and learnt in Norwegian upper secondary schools are English (compulsory for all students), German, French, Spanish and Russian. Spanish has had a major explosion in upper secondary schools over the past few years, mainly due to the general interest in Spain.

University in Oslo

Our biggest university offers these languages:

Arabic –Bosnian/Croatian/Serbian languages - English - French – Ancient – Germanic Linguistics - Hebrew - Hindi - Irish - Italian - Japanese - Chinese - Latin - Dutch - Persian – Polish - Portuguese - Russian - Sanskrit - Spanish - Czech - Turkish - German - Urdu

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[17] ARM Language Lab: *www.språklab.no*
[18] eTwinning: *http://www.etwinning.net/no/pub/index.htm*

Below is a table showing percentage distribution of students in Universities and University Colleges in Norway, including the main languages taught in upper secondary schools. (Grades a-f = 5-0, where a/5 is the highest score)

	English		German		French		Spanish		Russian	
	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008
Number of students	685	720	112	126	121	126	411	361	43	54
% Women	74.5 %	77.4 %	69.6 %	77%	78.5 %	77%	79.3 %	77.3 %	39.5 %	57.4 %
% Fail mark	10.2 %	11.3 %	9.2%	7.2%	9.3%	7.2%	7.1%	8.1%	18.9 %	35.3 %
Average grade	2.8	2.7	3.2	3.2	3.0	3.0	2.9	3.0	2.9	3.3

[19]

3.4.1.7 Organization of language learning

There are a number of different private organisations which organises language learning. Some of these are:

- § Education and Training Centre (RKK)
- § Folk university
- § Kursagenten – internet based training centre
- § Italia-eksperten
- § EF language courses
- § STS education
- § Language power centre international
- § Flavus data - internet based training centre
- § Polaris institutt
- § Kompetansehuset I Mente
- § Kursformidling
- § Latin-American Centre

In general there are no sponsors for language learning. Those who wish to learn languages outside a formal education system have to finance these themselves.

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[19] Database for statistikk om høgre utdanning: *www.dbh.nsd.uib.no*
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3.5 Main didactic and methodological model(s) and means in use for foreign language learning in Norway

3.5.1 Documents and Materials; Teacher Ratios and Student Participation

Teacher Ratios and Student Participation

While statistics for teacher ratios limited to language classes are not available, in vocational subjects the national average is around 15 students per teacher, while it is a much higher 30 students per teacher in comprehensive education programs.

In general students do not significantly participate in the process of curricula creation. One major exception to the relatively small role of student input in curricula creation, however, was the considerable student input in the development of the adult and secondary school student language learning modules provided for recent migrants and their children that was designed and piloted in the 2003-4 school year and later submitted to the Council of Europe for validation in 2006.

3.5.1.1 Documents and Materials

Teaching methods and materials being employed in private language academies, corporate internal language training and tutoring services, and elsewhere in the private sector varies widely but such offerings are considerably less developed than many other industrialized countries with highly competitive markets for language courses in urban locales. One of the more representative offerings in the private sector are to be found at Berlitz Norway or, for example, the Aftenskolen or evening school chain, who have some five thousand participants who attend its courses, which include several dozen language offerings.[20] See section 2.3 for discussion of other offerings in the private sector.

In the public school system classic language learning approaches maintain some diversity, with offerings by older instructors in historically popular languages such as German and French sometimes even still adopting the traditional Grammar-Translation approach to language teaching. However, among the classic approaches, the Audiolingual method predominates, with the Direct approach and Reading approach found in some secondary and university settings.

Beyond the scope of primary, secondary, and university education, distance education has long been in popular use for a range of courses, including language learning. Over an estimated 40,000 Norwegians are engaged in completing distance education courses from over a dozen accredited institutions in the

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20   http://www.berlitz.no/ and http://www.aftenskolen.no/ respectively.

country. Overall, however, traditional distance education forms are being gradually replaced by or evolving to adapt to their online equivalents.

Increasingly, more innovative use of technology and the possibilities of online interaction in and out of the classroom has become common. Three examples of this can be found in the "It's Learning" software platform, the ARM Language Lab, and the eTwinning program.

eTwinning - Norway is one of the non-EU countries participating in the eTwinning Information and Communication Technology (ICT) partnership program.[21] eTwinning allows two schools in different countries to link up online and collaborate in an online project. This is especially effective in cases of promoting language learning between students in an online environment by providing a real context in which students may interact and seek to improve their language skills.

Students do not need to, and indeed, best not interact in their mother tongues. Some of the most innovative uses of eTwinning in language education happen when students from two countries, both learning a 3rd language, practice their foreign languages in an online environment. The advantages of the programme in language learning and the variety of techniques that can be implemented have been well documented before its implementation in Norwegian schools.[22]

ARM Language Lab - ARM Lingua, an educational company specializing in the creation of language courses has designed an educational software platform especially for language learning known as the Language Lab (Språklab) that makes use of the ARM or Audio Repetition Method approach based on the concept of a "universal grammar" that aims primarily at older children and adult students.[23] The software was designed on behalf of and implemented in several projects for Norwegian schools.

The web-based solution focuses heavily on oral skills, and provides students the tools to record and evaluate their performance, conduct online exercises, and focuses on students who have been studying a language from 0-3 years, which is the majority of second foreign language students in the Norwegian education system.

It's Learning - An increasing number of online learning platforms have spread in the market. One of the most successful to be made use of in Norwegian language learning courses is the "It's Learning"

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21   http://www.etwinning.net/
22   See for example
http://www.etwinning.net/en/pub/news/interviews_/etwinning_and_language_learnin.htm and the downloadable
book *eTwinning: Adventures in Language and Culture* available here:
http://files.etwinning.net/shared/data/etwinning/booklet/etwinning_handbook_2008/etwinning_handbook_en.pdf
23   http://www.arm-lingua.no/site/arm-lingua.com/

Virtual Learning Environment.[24] As a comprehensive online environment, It's Learning is especially useful for language learning given the powerful ability to serve as a repository of diverse forms of digital content, user generated materials, as well as provided an advanced and flexible application platform for educators to create reports, make comprehensive assessments and add customized plug-ins useful in the language learning context.

The platform, a commercial product with a moderate per institution cost and annual fees based on space and feature set, has been widely adopted in Norwegian upper secondary and post-secondary schools, including colleges and universities as a solution both inside and outside the realm of language learning. Rather than providing a simple online course management application, It's Learning houses a complex web of interactive associations between courses that allow both students and educators to engage in collaborative projects and learn from each-other.

When it comes to specific language education related content, Norwegian schools continue to suffer from a shortage of instructional materials outside the most commonly studied languages, especially when it comes to video, TV, workbooks, learner magazines/newspapers, teaching resource packages, and other visuals or flashcards, etc.

Also, while the adoption and creation of online and digital content is increasing, its implementation continues to be partial and significantly varied across schools and regions.

3.5.2   Learner Identities and Special Models

3.5.2.1   Strategies for Approaching Young Male and Female Learners

Norwegian educators have generally acknowledged that there are some important behavioral differences between male and female children, especially at the youngest ages that can affect their rates of language acquisition.

For example, researchers from the University of Stavanger participating in BOKTRAS, a pedagogical programme designed to promote reading among children in pre-school, noticed that differences in forms of play between girls and boys in pre-school affect language learning, suggesting that boys are considerably less likely to choose forms of play which engage in language production such as reading aloud, story telling, play involving writing, rhymes, rules, and games. Acknowledgement of these

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24   http://www.itslearning.eu/

differences allow teachers to better help young boys reach their potential and promote their participation in forms of play which will help develop their linguistic skills.[25]

3.5.2.2 Special modules for dysfunctional/aggressive learners

There are no special modules or courses for this target group. The teachers mostly extract topics or themes from the national curriculum and ordinary teaching materials for use with these youngsters. However, some teachers use materials previously developed in projects like Golden Goal, Love Language etc to reach these young people and stimulate their interest.

Golden Goal – The Golden Goal project is funded by the Socrates-Grundtvig programme of the European Commission as an educational project designed to help teachers target disadvantaged young adults to improve literacy and numeracy skills and promote social integration through promotion of motivational activities.[26] This is achieved primarily through the creative use of sporting interests to enrich skills training.

Love Language – The Love Language programme focuses on motivating young male students, who are vastly outnumbered by their female counterparts in the study of languages. The program developed a curriculum toolbox for educators to deply techniques that are especially suited to the interests and learning strategies of the target group.[27]

3.5.2.3 Meeting the Needs of Learners with Migrant Backgrounds

The number of language minority students in Norway has exceeded the average in OECD countries for a number of years, and presents a considerable challenge for the Norwegian education system as well as an opportunity to create a truly pluralingual society. Already in the 1999-2000 school year nation wide 6.8% primary and middle school students and 4.3% in secondary schools were language minorities, with Oslo having the highest concentration with 28.5% of primary/middle school students and 22.5% secondary school students having a mother tongue other than Norwegian or Sámi/Finnish.

According to early 2009 statistics Norway is home to approximately 422,600 migrants. Native born Norwegians who are the children of two migrant parents make up an additional 85,600 and together

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25   See page 27 of the 2007-2008 Ministry of Education and Research report "Språk bygger broer" available for download here:
http://www.regjeringen.no/pages/2077013/PDFS/STM200720080023000DDDPDFS.pdf
26   http://www.golden-goal.at/
27   http://www.love-language.org/
AGREEMENT n° 2008 – 4283 / 001 – 001

these two groups are estimated to grow to between 1.1 and 2.6 million, or 20-31% of the Norwegian population by 2060.28

The Norwegian public education system has attempted to meet the language study needs of this population and their children, both for the acquisition of Norwegian language skills and the maintenance of their own languages in a number of ways and programs. The most important move in this direction came with the implementation by the National Centre for Multicultural Education (NAFO) of the "Equal Education in practice!" programme to provide for the language educational needs of minorities and set down the most basic approaches.29

While the policy focuses primarily on increasing the Norwegian language abilities for students with migrant backgrounds, there is also a concerted effort to allow students to maintain and improve their native language proficiency and in the case of non-adults, public schools offer a number of supplementary resources to this end. However, given the significant difference in the density of migrant populations between areas such as Oslo where migrants make up a third or more of the total student population to areas such as Tromsø where they make up a smaller minority, makes it difficult to have a single nationwide policy and the necessary trained instructors to sufficiently meet the needs of all students.

In 2008 8,852 students receiving additional training in their mother tongue and 15,322 receiving bilingual training where the mother language of the language minority student is used to supplement instruction. Together this is about double the number receiving such assistance in 1995. In addition, some 40,845 language minority students receive supplemental Norwegian language classes beyond that provided to native Norwegian speakers, close to double the number of those receiving such assistance in 1997.30

For adult migrants, there are a range of offerings providing Norwegian language education for migrants, including classes offered by the Norwegian Institute for Adult Learning (Vox), which is an agency of the Norwegian Ministry of Education and Research.31 Municipalities have an obligation to provide an introductory course for migrants within a few months of settlement, and provide tuition costs for up to 3,000 hours.

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28   See national statistics compiled at http://www.ssb.no/emner/02/03/innvfram/ and http://www.ssb.no/emner/02/01/10/innvbef/
29   An English language version of the revised 2007 report can be read at:http://www.regjeringen.no/upload/KD/Vedlegg/Grunnskole/Strategiplaner/Likeverdig_ENG_nett.pdf
30   See reports at http://www.ssb.no/emner/04/02/20/utgrs/tab-2009-04-29-06.html and http://www.ssb.no/emner/04/02/20/utgrs/tab-2009-04-29-07.html
31   http://www.vox.no/

3.5.2.4   Meeting the Language Education Needs of Domestic Minorities

Norway has a considerable number of domestic minorities, the most important of which are the Sámi peoples found in northern Norway and throughout Scandinavia. After decades of being forced to adopt Norwegian language, over 20,000 Sámi language speakers have only recently had their rights to protect their language and culture fully recognized by the Norwegian state, first enshrined in article 110a of the Norwegian Constitution in 1988 and then followed up with educational reforms in 1997. There is now state support for the production of Sámi language texts, special language curricula for Sámi speakers, and a more central recognition of their contribution to a multicultural Norway.

Under the current system, students in applicable schools may have the opportunity to have the Sámi language taught as their mother tongue, a second domestic language, or taught as a foreign language, depending upon the resources available.

There are also other domestic minorities with a long history in the country, including under 10,000 speakers in the Finnmark region of a Finnish dialect known as *kvensk*, whose language and culture has been most promoted by the Norwegian Kvensk Association.[32] There are also small numbers of Norwegians who speak the Romani language that also have special recognition in the Norwegian education system where applicable.

3.6   Learning Environments

Language learning opportunities for students in a formal context, within the scope of the ten year obligatory primary and middle school system (stretching from ages 6 to 16) happens overwhelmingly in the public schools. Only some 15,395 students attended some 157 private schools in 2007-2008, while some 600,993 students attend public schools during these years.[33] While the number of secondary schools available at the private level is greater, public schools continue to be the dominant site of language learning within the context of general comprehensive education in Norwegian college preparatory high schools (gymnasium).

As mentioned earlier, there are 23 International Baccalaureate World Schools offering one or more of the three IB levels. The most advanced of these, the Diploma Programme is evaluated in one of three

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32   http://www.kvener.no/index.php
33   Statistics available through the Norwegian Directorate for Education and Training
(http://utdanningsdirektoratet.no)

languages, English, French, or Spanish and well performing graduates are well positioned to attend universities around the world.

3.6.1 Evening Schools, Distance Language Education, and Adult Education

As has been previously mentioned, distance language education has a long and successful history in Norway, with some 40,000 Norwegians engaged in one form or another of distance language. Additionally evening schools and supplemental training such as those courses provided by institutions such as Aftenskolen.no, the publicly funded Vox Institute for Adult Learning, Kursagenten, EF language courses, STS education, Language power centre international, Polaris institute, the Latin-American Centre, and other private academies and corporate training programs are some of the sites of language training for adults who otherwise are fully employed.

3.6.1.1 Norwegians Studying Abroad and International Students in Norway

One of the most important sources of language learning for Norwegians comes from direct study in countries abroad, or interaction with foreign students who live and study among them in the institutions of secondary and higher education.

Some 12,257 Norwegian students are registered as studying at colleges and universities in 2009, not including upper secondary students involved in exchange programs.[34] Given the limited number of fully accredited universities in Norway, it does not come as a surprise that some 5% of students in Norway chose to attend university outside of the country, many of them with financial support provided by the State Educational Loan Fund.[35]

Foreign students in Norway who are here as part of official exchange programs are also not trivial in number, nearly matching the number of Norwegian university students who are studying overseas. In 2008, they numbered some 9,850.[36] The total number of foreign students studying in Norway number almost 14,000, with over nine thousand of these at one of the seven universities.[37]

There are a very diverse array of exchanges which play and important role in the informal language learning opportunities that have been previously mentioned. Some more details on a few examples:

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34   Statistics available from http://dbh.nsd.uib.no/dbhvev/student/utenlandske_rapport.cfm
35   http://www.ssb.no/emner/04/02/40/utuvh/
36   http://dbh.nsd.uib.no/dbhvev/student/utveksling_rapport.cfm
37   See educational statistics provided by http://dbh.nsd.uib.no/

AFS Norway – Now over 90 years old, the international exchange programme AFS had almost 13,000 participants in 2007 at the upper secondary level. While the vast majority of these, over 10,000 were in the general category of school exchanges, over 500 of the students were specifically sent to language schools.[38]

Youth In Action – The previously described Youth In Action EU programme is an important source of informal language exchange and learning for Norwegian youth. While the organization emphasizes the fact that its activities do not constitute a language programme, the opportunities it creates for language learning are easily apparent, and some of its components, such as the EVS or European Volunteer Service, actively provides language learning opportunities and training for volunteers.[39]

German-Norwegian Youth Forum – The previously mentioned German-Norwegian Youth Forum is one of many examples of smaller scale programs, in this case an annual number of around 100 students engaged in bilateral or institutional exchanges between countries that serve as an important source of informal language learning and exchange.

3.6.1.2 Short Courses and Folk High Schools

Some 16,500 Norwegians are enrolled in one of the 77 Folk High Schools (folkehøgskoler) or in other short courses which do not provide examinations or formal degrees, a number that has suffered some decline since its peak of 21,767 in 2003.[40] These programs remain important, however, because they are open to international student participation and themselves offer a range of language learning opportunities. Each folk high school has its own special programs, ranging from the China experience programs offered at Møre, Åsane, and Toten folk high schools, to spanish courses at Karmøy. Other programs focus on social issues or arrange exchanges with schools elsewhere in the world that also provide language learning opportunities.

3.6.1.3 Other Informal Learning Opportunities

As has been mentioned above, there are a number of other informal language learning opportunities outside of the school environment worthy of mention. In the case of the English language, especially, the broadcasting and internet media is a huge boost to listening comprehension and active vocabulary mastery among Norwegians, especially, as mentioned, the use of subtitles is far more common than

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38   See the 2007 AFS annual report available for download at:
http://www.afs.org/downloads/files//AFSANNUALREPORT2007.pdf
39   Read more about the programme in its 2008 guide available for download at:
http://www.aktivungdom.eu/element_db/12/1281_CJ-052007_-_EN_-_Programme_Guide_2008_-_final.pdf
40   See statistics provided here: http://www.ssb.no/emner/04/02/50/utfolk/tab-2009-04-02-01.html

dubbing of foreign media. Norwegian youth are, as elsewhere around Europe, often very active in the participatory creative culture of the internet, online forums and chatrooms, Facebook, Youtube, and a wide variety of online games where interaction with players from around the world inevitably creates opportunities, if sometimes very limited in scope, for language learning.

Also worth mentioning again is the importance of travel, not merely as an informal site where language learning takes place, but as a powerful motivator for both youth and adults to take up language learning upon their return.

3.7   Learning Levels

English language education begins in the first year of primary school and continues throughout the obligatory educational career of the student. The levels of students therefore reach a high level of proficiency. In addition, however, students may opt to take an in-depth English language course to further develop their language skills. It is often claimed that English can be claimed as a second language for Norway, rather than a foreign language of study due to the consistency   of   high proficiency throughout most of the population, despite some significant weaknesses among some students who exhibit what has been called   the "ceiling effect" and do not progress significantly beyond a certain level.[41] From 2004, Norwegians students have had their English proficiency measured by a national test based on the Common European Framework test.

In the case of second foreign languages among secondary students, 8th grade   students   may   either choose in-depth English, Norwegian, Sámi or one of the foreign languages offered, traditionally this was usually a choice between German and French, but the variety of languages offered have been growing steadily in recent years, especially Spanish. These offerings are available for three years and there remains considerable debate about the effectiveness of this short period of language instruction. The shortage of well trained instructors (some half of French and German instructors at the secondary level, for example, have had only 20 or 30 credits of university training within their language of instruction), the short period of instruction and hours available, and the lateness of beginning this instruction in a second foreign language have been debated as part of the assessment of the success or failure of the program. Through the years, a consistent majority of students choose to take a second foreign language but there is also a high drop rate among them.

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41   See page 7 of the *Norway Language Education Policy Profile 2003-4* submitted to the Council of Europe by the Norwegian Ministry of Education and Research.

Around 5 % of youth in Vocational/technical education will achieve level B-1 in a foreign language during their 2 year training at school.

3.7.1   Languages Taught

3.7.1.1   Frequency and Availability

English remains the primary foreign language of instruction at all levels that children learn at school. The next three languages, in order of popularity at the secondary school level, are German, French, and Spanish but more recentstatistics suggest that there is a huge explosion in the popularity of the study of Spanish, with a steady decline in the popularity of German. Recent precise statistics for enrollment numbers vary, due to the large number of experiments   being carried out in the secondary school as part of the Languages Build Bridges project. At the university level, taking the University of Oslo as an example, Spanish has well overtaken the number of students studying German, French, and Russian combined.

Students are permitted to choose their language of choice in the 8th grade and   preference   is   not given to neighboring countries. Given the mutual intelligibility of Norwegian, Swedish, and Danish, this is especially understandable.

In addition to language learning opportunities provided to recently arrived migrants and their children, careful attention in the Norwegian education system is paid to monitoring and improving the opportunities for longstanding   domestic minorities, the most important being Norwegians of Sámi or Finnish heritage. The Norwegian education system continues to face the challenge of   meeting   the education needs of these minorities and examination and lagging grading performance statistics suggest significant remaining obstacles in providing for their Norwegian language education, especially marked at the secondary levels.

3.8   Levels and Proficiency

There is around 5 % of the youth in local Vocational education that will reach level B-1 during their 2 year training. Only English will be reach level C-1 or higher for many students during upper secondary education in academic studies.

Only a small percentage of students can reach that level in French, Spanish or German, given the relatively short time such languages are available for instruction.

As previously mentioned, public schools dominate in primary, middle, and higher secondary schools. Prestige and quality distinctions in higher secondary schools are possible within the public school system based on entrance exam standards with generally one more prestigious public school available in each given community. There is some indication that the limited private education opportunities provide students an advantage in language learning. Taking performance in English language education, both for the final assessment and standardized exams, performance tends to be higher among the small number of students in private schools with a 3.8 grade out of a possible 6 grade on average for the former in public schools versus 4.2 in private schools and 3.7 versus 4.0 in the latter case in 2007-8.[42] Similar results are seen in national exams in English. This distribution is consistent with performance across other subjects between public and private schools and in both primary and post-primary education.

3.9 Aspects Concerning the Target Group, i.e., Young People Learning Foreign Languages

3.9.1 Status of Language Learning and Exchange Opportunities

Students are generally well motivated in the study of English, given its usefulness throughout Norwegian society and career life. Since a majority, around 60%, of secondary students choose a second foreign language instead of in-depth English, Norwegian, or Sámi languages, the study of foreign languages remain a powerful draw to young students. It cannot be claimed, however, that the status of learning foreign languages is particularly high in Norway relative to other European countries and English is still seen as mostly sufficient for conducting international business and exchanges. However, travel, as has been previously mentioned, is increasingly a key motivator in getting both young students and adults interested in language study and exchange opportunities such as those outlined in section 2.3.2.

3.9.1.1 Characteristics of the Target Group

97% of all 16-year olds start enter secondary education, either choosing vocational or academic studies. Around 21% of them will not finish their 3-years of studies during these 5 years that during which they have right to use as guaranteed by the constitution. In vocational education the drop out rate is almost 30% during the 3 years of study and many of these choose to enter the work force

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42   Norwegian Directorate for Education and Training national grade statistics 2007-8
http://utdanningsdirektoratet.no

instead. There is significant variation among the counties of Norway and among schools making generalizations precarious.

3.9.1.2   Gender Distribution and Gendered Images

English language classes are obligatory and gender distribution is thus roughly equal to the general population. The distribution is not significantly different for secondary students studying a second foreign language. However, this diverges significantly for students at the university level. Taking language students at the University of Oslo as an example, women compose over 70% in all leading language courses, with the exception of Russian, where also are well over 50% of all students in offered language classes. A similar bias towards female students in language classes can be found in adult education and, as a result, among instructors at all levels both within and outside the public school system.

3.9.1.3   Young versus Older Learners Learning Foreign Languages

The only clearly available distinction that can be made among older and younger learners with regards to language study is the continuing importance of English courses for adult learners, where their proficiency lags behind the national average for all age groups. Also, younger students compose the most significant numbers behind the recent explosion in the popularity of Spanish in Norwegian secondary schools.

3.9.2   Financing/Possible Funds (after the project's LLP funding)

As outlined in section 1.6 of this report, the Norwegian has dedicated significant resources to promote foreign language study. The Norwegian government invests over 6.5% of GDP on education, well above the OECD average. Financial support directly to students takes the form of loans and grants from the State Educational Fund, including limited funding for education abroad, and there are a wide range of scholarship opportunities provided by public and private sources.

At this moment we are uncertain about possible funding after the project has ended. This will be investigated during the lifetime of the YELL project.

3.10 Conclusion of conducted interviews

The questionnaires have all been answered by language teachers in different vocational schools in Stavanger, Norway, where they teach students from 16-19 years of age. The teachers come from different departments and thus their experiences vary to some degree.
The majority of them teach English, only one teaches both English and German.

The teaching takes place in an ordinary classroom, and there are about 15 students in each class. In a vocational school there are normally more boys than girls. In some departments there are about 90% boys and a few in each group come from a different ethnic background.

Since English is a compulsory language in Norway, all the students are required to learn it. In a lot of the vocational trades these students are aiming for there are a large number of foreign workers, and in larger companies English is the key language. The students are also aware that English is the main communicative language outside Scandinavia and that is a motivation factor for learning the language. Most of them use English on an every day basis, either through the Internet, video and computer games or movies. However, motivating these students for active participation is always a challenge for language teachers. The teachers vary their methods as much as possible during a period, and try to be sensitive to the students' interests and perspective, to meet them where they are. There is an equal focus on the students' oral, reading and writing skills.

The students do not get a specific language certificate, but their knowledge is graded and added to their general school leaving certificate.

The interviewees say in general that the driving force for their (rather weak performance in general) students are primarily to be able to communicate with people from other nationalities, their interest in film and computer and the tourism aspect. All of there settings require good language skills to get the most out of it. The interviews also conclude that even though the students are motivated to learn languages because of the forementioned reasons, they are not often willing to put as much work into it as it requires.

4   GOOD PRACTICE EXAMPLES

GOOD PRACTICE EXAMPLE NO.: <1>

TITLE OF GOOD PRACTICE

ePals

Availability (Language(s), link, IBN,…)

Available for all languages.

Aspect of language learning covered (please tick whatever is applicable)

   reading   ¤ listening   writing   ¤ speaking

General description (include level and age group, information on specific target group if any,..)

With over a dozen years of experience, ePals is one of the oldest and most robust online tools for promoting interaction between classrooms of students in multiple countries, with over a decade of history. It is still the largest global site for exchanges between classes and, as of 2009, over 210 Norwegian classrooms make use of ePals, many of them explicitly for facilitating language study.   ePals brings together a number of tools that facilitate interaction between matched classrooms in different parts of the world. Each have great potential for helping students learn foreign languages.   The ePals Classroom Match service allows educators to search for classrooms which have a matching goal. For example, they might search for other classrooms wanting to practice English, or another language. The service then provides its own segregated email service, SchoolMail which gives teachers full moderating abilities and even machine translation capabilities. The third most useful component of use to language learners is the site's SchoolBlog feature, winner of the 2006 Teaching and Learning Award of Excellence that helps teachers manage access, and student surveys in a blog environment.   In addition to providing a link up service that connects classrooms to each other, ePals allows classrooms to launch collaborative projects. By combining this with language study, teachers can organize the interaction of their students with other students in classrooms elsewhere studying the same language under certain thematic projects.

This also greatly facilitates cultural exchange. For example students in one class at Langesund junior high school has used ePals to communicate in English with students in Estonia, sending them a weekly email through the system and exchange information about Estonia and Norway while practicing their English language skills.

Objective(s)

1) Facilitate cultural exchange and personal interaction among students of geographically and nationally dispersed students.

ePals and similar tools allow students to easily interact with students from other countries, increase curiosity and international understanding, and develop relationships with students from other language backgrounds.

2) Allow students from different mother tongues interact in the target language.

By creating an environment where students share only one language, not of their own, tools such as ePals gives students a powerful motivation to try what they have learnt.

3) Allow students to practice writing skills in target language.

The emphasis on writing, through the tool's built-in and moderated emailing function, as well as through its blog features, forces students to write without the more artificial environment of the classroom writing assignment.

Link/ Contact (organisation, Internet address, email if possible)

http://www.epals.com/

Remarks (pedagogical recommendations, IPR, other)

The use of ePal may require more work on behalf of the teacher, in their capacity as moderator for communication between the students, and also the design of explicit writing assignments that take advantage of the blog features of ePal. The biggest advantage to ePals is the ease and speed with which any registered class can be paired with interested classes far away.

Given the venerable age of ePals, new tools such as "It's Learning" are taking the place of ePals but not many of them have the very large user base that this service currently has.

RATE : 1=very/high   2=quite (high)   3=rather not/low   4= not at all

Adaptability: Is it possible to adapt or transfer the example of "best practices" to our project?

The use of ePals represents a commitment to a platform and its success depends largely on the success of the connection between the classes in question.

Effectiveness: What was the effect of the implementation of the best practice?

Effectiveness can be high only if motivated students engage in frequent communication with the partnering classroom, and the responses are roughly mutual in degree and quality. The use of writing assignments with deadlines can be an important of maintaining input and interaction in this online environment.

Attractiveness: What is attractive in the best practice example?

The key important aspect of ePals and similar sites is the immediate potential for connectivity with students far away who may only share a single target language with one's own students. Finding such opportunities for exchange can often be a time-consuming challenge for instructors and this provides one simple and fast way.

GOOD PRACTICE EXAMPLE NO.: <2>

TITLE OF GOOD PRACTICE

Anki

Availability (Language(s), link, IBN,…)

Available for all languages.

Aspect of language learning covered (please tick whatever is applicable)

   reading   ¤ **listening**   writing   ¤ **speaking**

General description (include level and age group, information on specific target group if any,..)

Anki is a powerful free and open source *spaced repetition* vocabulary training tool for personal computers and is available for Windows, Linux, and Mac OS X as well as for mobile devices and the web. Although there are hundreds of flashcard software applications on the web, Anki is the most advanced free and open source tool that includes the powerful feature of "spaced repetition" whereby learned materials are reviewed at increasing intervals of time calculated by the application in accordance with the performance of the student on the vocabulary in question.

Every vocabulary item practiced in the application has an "interval" and a "multiplier." The interval is the current amount of time (spacing) between reviews. For example, if a vocabulary item has a current interval of "5 days" five days will pass before the software will prompt the student to practice the word again. The "multiplier" is the amount by which a vocabulary item's interval will be multiplied after it has been successfully reviewed. This number may change, depending on the "grade" assigned to a vocabulary item after any review. For example, if a student remembers a vocabulary item that has been reviewed which has an interval of five days, and the item has a current multiplier of 1.5, then the interval of that vocabulary item will increase from 5 days to (5*1.5) 7 days and 12 hours.

There are four different "grades" a student can give themselves when reviewing any vocabulary card corresponding to how well they believe they remember the vocabulary item. If they press "1" then they indicate they do not remember or have not yet memorized the word in question. If they press "2" they indicate they barely remember the word. "3" indicates the student remembers the word, and "4" indicates that they have completely mastered the word and wish to increase its multiplier so that it will accelerate the spacing between reviews. Pressing 1 resets the interval of a vocabulary item, pressing 2 reduces the multiplier of an item and multiplies it with the interval to determine the new interval,

pressing 3 simply multiplies the current multiplier with the interval, and pressing 4 first increases the multiplier slightly before multiplying it with the interval.

In this way, learnt material is reviewed only when the student is on the "verge of forgetting" the vocabulary, thereby radically increasing the efficiency of reviewing vocabulary through daily practice. With daily study 20-30 new words can be easily incorporated into spaced repeition study.

Level and Age Group

Applicable for all ages from teens up and all levels of language study. Requires some time to master the features of the application. Requires consistent daily or near daily study.

Objective(s)

Mastery and Maintenance of Vocabulary in Language Learning

One of the most basic and yet challenging elements of language learning is the memorization, and equally importantly, the maintenance of active mastery over large quantities of vocabulary. Various in-class activities as well as active use of the language can and should be the predominant means by which vocabulary is expanded and maintained. However, in the absence of opportunities to practice the language, and especially more technical or advanced vocabulary not often used in daily conversation, software tools to supplement learning are very important.

Link/ Contact (organisation, Internet address, email if possible)

http://ichi2.net/anki/

Written by Damien Elmes and other contributors. Open Source (GPL license) and an open plug-in architecture for adding special features.

Remarks (pedagogical recommendations, IPR, other)

Open Source (GPL license)

Anki can thus serve as an excellent supplement to any language program. Students can be provided Anki files, or even simple tab-delimited text files, with vocabulary from a lesson or a course, and students can practice the words through daily use of the application. As words are mastered, they appear for review less and less frequently, as long as the student continues to remember the word, while new, as yet poorly remembered words appear more frequently.

Use of Anki is most effective when these two guidelines are followed:

> 1) Students begin and continue daily or near daily study with the application beyond the completion of their language courses. Anki is about long-term retention of vocabulary, rather than short term cramming of information into one's memory.
>
> 2) Students should not try to learn more than 20-30 words several days in a row. This will cause a heavy burden on the student into the future as they will be prompted to review a large number words that come "due."

RATE : 1=very/high   2=quite (high)   3=rather not/low   4= not at all

Adaptability: Is it possible to adapt or transfer the example of "best practices" to our project?

This tool is effective as a supplement in all language learning environments irrespsective of the language or language environment. Students can review vocabulary in their own homes with their own digital devices.

Effectiveness: What was the effect of the implementation of the best practice?

Students realize they can achieve long term mastery of even difficult vocabulary without having to constantly review everything. This managed approach relieves students of a significant administrative burden and teachers from the need to focus on periodic review in the classroom

.

Attractiveness: What is attractive in the best practice example? (E.g.: methods, innovation, motivation of learners etc.)

This tool does not require classroom time, and can benefity from collaborative work by having teachers compose vocabulary lists that can be imported into Anki (or other flashcard software). It assists students in the most monotonous of all language learning tasks.

GOOD PRACTICE EXAMPLE NO.: <3>

TITLE OF GOOD PRACTICE

Approaches to Teaching Language Through Images

Availability (Language(s), link, IBN,…)

Does not necessarily require any tools, nor is it limited to any languages. In the examples here, students of English and German were targeted.

Aspect of language learning covered (please tick whatever is applicable)

¤ **reading** ¤ **listening** ¤ **writing** speaking

General description (include level and age group, information on specific target group if any,..)

Norway's National Center for Instruction in Foreign Languages (Fremmedspråksenteret), together in collaboration with the research and technology skills in education program ITU (Forsknings- og kompetansenettverk for IT i utdanningen) have together they have created two collections of material for use of pictures in language education. The "To See Liturature" program is designed for secondary school students from grades nine and up who are able to read literature in the target language, in this case, English. Students are assigned a reading prior to beginning the exercise and are then asked to find online images which illustrate themes taken from the work. These are to be assembled into a presentable form, such as in a Power Point presentation which is shared with classmates in the form of an in-class presentation. The idea is to give the students a visual cue that will allow them to describe a particular theme of the literature. The second program is inspired by the "Web Side Stories" of a school in Basil. Students collaborate in creating, in the target language a series of hyper-texted stories. Portions of a written story are assembled with hyperlinks and assembled together ultimately as a combined web page. The individual componenets are sufficiently short in length and multi-author works. During the creation of these works, images are retrieved from internet search engines and remixed together with the small hypertexed components of the story. In both of these cases, the images are not merely mnemonic tools but serve as cues or complements to the creative skills of students, which inspire faster and more extensive production in the target language.

Objective(s)

Provide students with visual cues to stimulate creative and active production of written and spoken materials in the target language.

Link/ Contact (organisation, Internet address, email if possible)

http://www.fremmedspraksenteret.no/index.php?ID=15304

http://www.hiof.no/index.php?ID=12838 (To See Literature)

Remarks (pedagogical recommendations, IPR, other)

Not all literature is apt for using this approach of "Seeing Literature." Some literary works are, of course, better suited to the search for visual imagery than others.

Also, this use of images may either require 1) considerable in-class time if the process of searching and creating the power point presentations is all done during class. 2) A relatively high expectation of computer access and skills within technology if students are asked to assemble such presentations on their own time with their own computers and software. Compatibility problems and the expectation of a license for Microsoft Office might also be problematic so alternative free sources, such as Open Office might be considered for use as the presentation program.

In the case of the creation of a hypertexed collaborative document with pictures, the ability to eventually publicize the creation and keep it online depends on the careful selection of images to be used: care to stick to public domain works and images that are available under the creative commons or similar licenses should be selected. Also, the project can be considerably time consuming and requires that the instructor have an excellent control over HTML and other web authoring skills in order to create and host the eventual created hypertexted creation of the students.

RATE : 1=very/high   2=quite (high)   3=rather not/low   4= not at all

Adaptability: Is it possible to adapt or transfer the example of "best practices" to our project?
The "To See Literature" program is easiest to adapt, if some care and consideration is given to the technological challenges presented. The general principle: of making effective use of images in inspiring students to write or speak about literature in the target language is one which has many applications beyond the limited examples listed here.

Effectiveness: What was the effect of the implementation of the best practice?

Students feel more comfortable speaking and writing about literature in engage with literature with the use of images that can be more immediately identified with.

Attractiveness: What is attractive in the best practice example? (E.g.: methods, innovation, motivation of learners etc.)
Going beyond using images as mnemonic devices and focusing on pushing for greater active production.

GOOD PRACTICE EXAMPLE NO.: <4>

TITLE OF GOOD PRACTICE

It's Learning

Availability (Language(s), link, IBN,…)

Based in Norway but has offices and supports many languages.

Aspect of language learning covered (please tick whatever is applicable)

reading   listening   writing   speaking

General description (include level and age group, information on specific target group if any,..)

It's Learning is a "learning platform," that is to say, a collection of digital tools for course management that joins a growing number of such web based software services for educators. It has what one has come to expect from such tools: course management, a site to host information for the courses, folder and file based architecture, and communication facilitation between instructors and students via built in forums, etc. It's Learning was recently highlighted at NKUL09, the National Conference on the Use of Technology in Teaching and Education and has recently been acquired by the British education company Netmedia

For students of languages, the It's Learning platform allows educators to create and allow students to create , goes on to offer to offer more useful features: there are rich multimedia features supported, with video and audio editing tools built in, as well as real-time communication between students within the platform, It's Learning offers language instructors a powerful new site through which they may not only provide their own educational materials but also encourage students to interact and share materials created in the target language.

The full range of online communication tools are provided, including: blogs, forums, SMS notification, email, chat, and video conferencing. One tool particularly useful for language instructors is the ability to manage a collaborative writing process through the tools of the platform, and allow students to directly create audio "podcasts" that can be downloaded and shared among students if assigned.

Instructors of language can also, through this platform, easily and quickly share audio files created. Instructors can record supplemental materials or readings to help students practice their listening skills in a fraction of the preparatory time once required for such tools. While the focus is not as strong as in

ePals, It's Learning also has an inter-school and inter-classroom collaborative aspect, providing a number of means for classrooms to find each other and interact.

Objective(s)

1) Provide a course platform for language education

The advanced features provided by It's Learning and its wide adoption in Norwegian schools make it an attractive choice for teachers. Its relatively low learning curve and web-based tools also allow both instructors and students to immediately share content and interact without needing to depend on a much wider range of offline client tools.

2) Facilitate the sharing of rich multimedia created both by instructors and exchanged among students.

Experience shows that if the tools are made simple enough, and access to them made wide enough, the creative energies of youth can lead to amazing outpouring of new works. If opportunities are provided for this within the context of language education, instructors can harness this creativity while promoting active production in the target language and overcoming anxieties about making mistakes.

Link/ Contact (organisation, Internet address, email if possible)

http://www.itslearning.no/

Remarks (pedagogical recommendations, IPR, other)

While the It's Learning platform provides a powerful and widening array of features, instructors may wish consider the free and open source alternatives such as the educational tools provided by a learning platform such as Moodle (http://moodle.org/) which are in use in over 40,000 classrooms, while keeping in mind that hosting and support for such alternatives may be a challenge without additional technical assistance.

RATE : 1=very/high   2=quite (high)   3=rather not/low   4= not at all

Adaptability: Is it possible to adapt or transfer the example of "best practices" to our project?

Effectiveness: What was the effect of the implementation of the best practice?

It's Learning is a CMS (content management or course management system) and more and more schools and classrooms are finding that these software services can create a solid technological foundation upon which to build an environment of sharing and creativity in a world of rapid online

interaction. Language education is not an exception but rather one of the fields which stands the most to gain from having a powerful but easy to use CMS.

Attractiveness: What is attractive in the best practice example? (E.g.: methods, innovation, motivation of learners etc.)

Provides a solid content management system foundation for a classroom and facilitates easy and fast sharing among students and instructors. Allows built in content creation, including rich multimedia.

GOOD PRACTICE EXAMPLE NO.: <5>

TITLE OF GOOD PRACTICE

Making Effective Use of Voice Chat for Language Learning

Aspect of language learning covered (please tick whatever is applicable)

¤ reading   listening   ¤ writing   speaking

Availability (Language(s), link, IBN,…)

The most common and strongly multi-platform solution for computer based voice and video chat is Skype, available for all operating systems. The software is free and allows free voice and video chat among computers that are simultaneously logged in.

General description (include level and age group, information on specific target group if any,..)

ePals and It's Learning, among other solutions offer more and more easy ways for students studying foreign languages to connect with other students around the world. The most direct and immediate form of interaction, and the one which can go beyond writing to the world of spoken and listening communication is interaction with students through voice and video chat software such as Skype. Computer labs for language students with a relatively strong internet connection and installed Skype clients are set up for students. Classrooms in several countries, which have previously been connected either by ePals, eTwinning, or by other means, if they are able to synch their timing appropriately can connect directly to eachother. Instead of using personal usernames, special class usernames set up for use during the course of the year can be set up and chats limited to certain students from the paired classroom.   Instructors should prepare for the classroom chatting session by pairing students of approximate equal ability in the target language, and may also wish to settle upon a topic or theme. Follow up reports on the conversation also provide an excellent opportunity for a writing assignment. Alternatively, students can be asked to engage their partner in a survey crafted around a series of highly concrete but open ended questions.

Objective(s)

1) Create an authentic language production environment where there is a real and demonstrated need for communication in the target language.

The strong urge to successfully communicate with paired students is a powerful motivation to the often frightening prospect of speaking a foreign language. While study abroad or direct face-to-face international exchange is ideal, voice chat provides a fantastic alternative.

2) Test listening comprehension and transcription skills

Skype voice chat can provide an excellet opportunity to test student listening comprehension and transcription skills. By providing students a series of questions they should ask of their partnered conversant, and by asking them to record both their own answers and those of the paired student, listening and writing skills can be practiced along with the speaking skills used in chat.

Link/ Contact (organisation, Internet address, email if possible)

http://www.skolenettet.no/moduler/templates/Module_Article.aspx?id=43231&epslanguage=NO

The above link contains an article which discusses the benefits gained by one class in the secondary school at Sogn, Norway by using Skype in talking to students about language and culture in other locations including Italy, Slovakia, and Portugal.

Remarks (pedagogical recommendations, IPR, other)

Instructors need to be on guard against students become distracted with personal chats, and carefully address issues of safety in the online world of chat. Care should also be taken to try to ensure that levels of ability are matched and planning is carried out to ensure that students in the paired class are accessible at the class time or other arranged time for voice or video chat.

RATE : 1=very/high   2=quite (high)   3=rather not/low   4= not at all

Adaptability: Is it possible to adapt or transfer the example of "best practices" to our project?
Voice and Video chat is here to stay. We will likely see more and more tools that allow instructors better management over video and voice chat in the context of classroom learning. For now, however, general purpose tools like Skype provide an excellent tool which can be made use of if instructors have access to internet-equipped language laboratories.

Effectiveness: What was the effect of the implementation of the best practice?
Voice and video chat allowed students to form lasting friendships and overcome anxieties about language production, even at relatively low levels of mastery.

GOOD PRACTICE EXAMPLE NO.: <6>

TITLE OF GOOD PRACTICE

CLIL (Content and Language Integrated Learning)

Aspect of language learning covered (please tick whatever is applicable)

   reading   listening   writing   speaking

Availability (Language(s), link, IBN,…)

CLIL is most often used in providing non-native speaking new arrivals in the country with language training combined with content-based courses. However, it can also, with more advanced students be used for students to deal with areas of study, especially those language intensive fields such as literature and culture related course, with a way to rapidly gain vocabulary and writing skills in the target language and gain knowledge in a content heavy class.

General description (include level and age group, information on specific target group if any,..)

CLIL combines teaching within a given field, whether it is mathematics, science, or literature and learning within the target language. It assumes a basic competence in the language and places considerable demands on the instructor who must juggle the needs of students both for content mastery and language assistance.

The benefits of the CLIL approach are many. They provide students with much greater content with the target language, combines the time needed for content versus language courses, feeds student motivations as mastery produces practical results, and especially improves oral communication skills.

CLIL is seen most of in the use of English in academic classes in various schools, or providing newly arrived migrants to a country with a combined content and language based class. Given the importance of CLIL and its effectiveness, the European Commission has funded a significant number of CLIL programs all across Europe.

Objective(s)

1) Simultaneously increase language ability and knowledge within the target content area

Link/ Contact (organisation, Internet address, email if possible)

http://utdanning.no/node/362081

http://www.clilcompendium.com/

http://www.icrj.eu/index.php?vol=def&page=1

Remarks (pedagogical recommendations, IPR, other)

The primary concerns in CLIL are: the difficulty in finding suitable instructors who are both skilled in the content area and in language related pedagogy. Furthermore, careful monitoring of student performance is required to prevent students from falling behind. The difficulty of studying academic fields in a foreign language are such that, ideally, for students planning to focus heavily in one area of study, CLIL classes are combined with similar classes (with limited overlap) in the native tongue of the student.

RATE : 1=very/high   2=quite (high)   3=rather not/low   4= not at all

Adaptability: Is it possible to adapt or transfer the example of "best practices" to our project?

CLIL classes have a long and complex history with considerable research efforts into improving it and with significant institutional support. The limited application of CLIL in a variety of language learning programs may yield promising results.

Effectiveness: What was the effect of the implementation of the best practice?

Attractiveness: What is attractive in the best practice example? (E.g.: methods, innovation, motivation of learners etc.)

GOOD PRACTICE EXAMPLE NO.: <7>

TITLE OF GOOD PRACTICE

Using Corpora in Language Teaching

Aspect of language learning covered (please tick whatever is applicable)

reading   ¤ **listening**   **writing**   ¤ **speaking**

Availability (Language(s), link, IBN,…)

This approach can be used in any language class for which a good language corpus is available but better suited for advanced students.

General description (include level and age group, information on specific target group if any,..)

Through research at the University in Oslo since 2004, the Oslo Interactive English program, has begun to work with English language corpora as a means of teaching students to use large language databases to correct their errors and become accustomed to the nuances of advanced English. This form of "Data-driven learning" provides students with web based interactive exercises, the answers to which can be extracted from effective searching of language corpora provided access to for students in English classes at the University of Oslo. The online exercises are in the form of multiple choice, fill in the blank, error correction and open questions. Students find the answers in a searchable corpus provided with around seven million words taken from 20th century fictional and non-fictional English publications. Its contents is also made up of the Longman/Lancaster English Language Corpus, speeches, and film scripts. Students trained to search corpora learn valuable search term construction techniques, and also the power of making use of large databases to get examples of actual language use. While OIE targets students at the university level, these tools and benefits might easily be gained from students at secondary school levels.

Objective(s)

Learn to use large language corpora as a valuable source of native language and decrease errors in language production. When a term is searched for a corpora, the search term will appear in its context, that is to say, juxtaposed with other words and phrases in the source database. By this means students can see how words and phrases are used in the target language and in exactly what frequencies.

Link/ Contact (organisation, Internet address, email if possible)

http://www.hf.uio.no/ilos-dyn/OIE/Hasselgaard_Ebeling_7.pdf

http://www.hf.uio.no/ilos-dyn/OIE/

Remarks (pedagogical recommendations, IPR, other)

Language corpora were once the domain of linguists conducting comparative analyses of language and studying language evolution. However, an increasing number of software tools, online searchable corpora, and large databases of online texts have made corpora searching and their integration into the classroom a reality, and the OIE is an early example of how this can be put to immediate use for students of all levels.

RATE : 1=very/high   2=quite (high)   3=rather not/low   4= not at all

Adaptability: Is it possible to adapt or transfer the example of "best practices" to our project?
The use of corpora in language study is only effective when a good database and the tools to search it are available. This should be considered whenever deciding whether to make use of this practice for the language in question.

Effectiveness: What was the effect of the implementation of the best practice?
Students who make use of corpora are more likely to produce accurate use of vocabulary and idiomatic phrases and avoid awkward or strange uses of foreign words. They will also come to get a better intuitive feel for the language as their exposure to many examples.

Attractiveness: What is attractive in the best practice example? (E.g.: methods, innovation, motivation of learners etc.)
The OIE has made an excellent combination of corpora searching with interactive exercises to give students problem based tasks to familiarize themselves with the tools in question.

5 TRENDS AND RECOMMENDATIONS

Languages Chosen - As we have noted, there has been a considerable shift in choice of languages in recent years towards Spanish with some decline in the popularity of of German. This is in part made possible by the increasing choices presented to students whereas secondary school students once only had the choice of the easier to learn (for Norwegians) German and French languages from the 8th grade. It is likely that languages that correspond to other popular vacation destinations or countries that have become popular sources of popular culture such as Japan, should they become available within the schools, might rise significantly in popularity among students.

Supplementary Language Courses - There is also a rapid and strong growth in students with migrant backgrounds in taking advantage of supplementary language courses to preserve or improve their native language skills, which will over all help preserve the multilingual and pluri-lingual nature of a growingly diverse Norwegian society.

Information and Communication Technology - As is the case throughout the world there is an explosion in popularity in the adoption of communicative technologies in the classroom. While the software platforms that have been listed as examples in this report represent some of the leading selections of Norwegian educators, it should be recognized that some of the most impressive uses of technology in language learning are happening outside of the classroom and outside of the scope of formal language education. Tools such as Youtube, for video sharing, online flashcard websites, and the explosion of online social networking sites and chat opportunities mean that Norwegian youths have entered an online world which, though largely in English, hint at the vast untapped potential for educators to piggyback upon the surge in internet literacy to create new and creative ways to encourage students to expand their language skills into new domains.

5.1 Pedagogical Recommendations

Exchange and Collaboration on Lesson Materials - Due to limited resources and a wide enough base of instructors, many instructors with generalist backgrounds and relatively limited educational background in the language they instruct are faced with a desperate need for greater and more varied access to concrete, practical, and easily adopted pedagogical materials for classroom instruction.

It is therefore our strongest recommendation that the exchange, collection, and collaborative improvement of lesson plans, best practices, raw language materials, and multimedia related to language learning be encouraged and spread to the greatest extent possible. The production of such

materials is absolutely essential to complementing the toolboxes of instructors who may find themselves, in the Norwegian context, left with little time to further develop their language courses due to competing responsibilities. The potential for collaborative work through international efforts is thus one powerful way to spread both the raw materials themselves as well as pedagogical techniques, and inspiration for primary and secondary instructors working in the context of public schools in particular.

Further Research on the Efficacy of ICT – There is no doubt that online tools and information technology in general will revolutionize the field of language education in the coming years. However, despite the dizzying array of materials, experiments, and availability of online tools and software platforms, language instructors need to have a better understanding of the actual efficacy of some of these tools.

In particular three areas can benefit from further concrete efforts:

Further research and study needs to be done on measuring the relative effectiveness of some of the computer based study and multimedia supplemented language study relative to traditional methods. Such research should take into account and attempt to gauge the return on investment of time into the use of such tools, whether students are, as we often assume, all fully comfortable with the technologies in question, and whether some of the more elaborate and visually impressive technological tools for language school are in fact not equal to marginal improvements in traditional tools for review, reinforcement, and tools allowing instructors to assess student work.

A better understanding is needed of the current capacity of language instructors for the creation and deployment of technological tools in the language learning environment and therefore an evaluation of how time and resources are best directed. What is the optimum balance of time and the best tools available for making effective use of the valuable and limited time of language instructors and what training can produce the greatest return in terms of increased implementations? There remains an important gap between what tools are available and what, in reality, is effectively used by instructors. A more realistic appraisal of what instructors can make use of may be needed.

With the explosion in social networking, user-generated content, and online interaction in general, it is safe to assume that the pedagogical training and teacher skills will remain years behind developments in ICT and student adoption of online tools that have at least the potential to promote their language learning. It therefore seems advisable to focus resources more on two general areas of training: giving instructors a better anthropological foundation for observing, studying, and analysing the tools and trends among youth so that they may better apply their own creative energies to reveal new ways that these tools might be incorporated into their own teaching models. Mastering the technologies

themselves is, of course, important, but equally important is developing the skills to identify the patterns that the use of such tools generate and the influence they have upon the interactions among students. Finally, we must explore the way that language instructors, as product marketers in the private sector have done, can take advantage of the "viral" character of media and technology to promote language learning outside of the classroom. By promoting and encouraging the adoption of technological that go beyond classroom assignments and provide students with ample opportunities to continue their language learning and active use of the language outside of the schools, our instruction can increasingly spark the motivation for language learning that lasts.

5.2   Structural Recommendations

We believe the traditional classroom teaching environment is good for stronger students, but for the weaker students focus on motivating themes and activities is a must, and if the teachers can manage to organize and control the group well, out of classroom activities is to be preferred.

5.3   Recommendations for Raising Awareness/Reaching the Target group(s)

In the past, class based, or school based networks have predominated and served as a realistic limit for sharing and interaction. It now goes without saying, however, that educators must take advantage of the internet's capacity for sharing and collaboration by diving deeper into the ocean of online media.

Students no longer want to share their creations with only their classmates, when they can share them with the world. They no longer want to only use the lagging technology of our own software platforms, but the evolving tools they find every day.

As educators, we must take advantage of these new global platforms, even as we are careful to understand their limits and their risks. We must move beyond One to One (teacher to student, pen pal to pen pal) and Many to One (teachers to a class, a school to its students) to a fundamentally Many to Many (students to students, teachers to teachers as a community, etc.) based conception of interaction that surrenders some of the creative direction that we are traditionally comfortable controlling.

5.4   Recommendations regarding Implementation into existing Measures

Some ways that improvements can be made in implementation into existing measures include:

Best practice lesson plans might be adopted into the national curriculum in order to reach a larger part of the target group. Alternatively, the creative solutions represented by these lesson plans could, at the very least, become an extensive menu or toolbox from which instructors may seek inspiration or, ideally, further expand and evolve the offering provided by them.

In order to improve language learning in existing educational contexts, a greater focus on CRISS (CReating Independence through Student-owned Strategies) learning strategies can be highly beneficial. The benefits of CRISS go well beyond its traditional application in promoting reading and writing in one's native language. The CRISS approach of promoting student "metacognition," background knowledge, purpose driven reading assignments, active discussion and student interaction, a solid understanding of the author's craft, and other innovative strategies are highly appropriate for the langauge learning environment.

Finally, existing measures can be adjusted to place ever increasing emphasis on the development of oral communication skills that can play a highly motivating role for language study. When complemented with a strong appreciation for and good understanding of the diversity of learning styles among students of different backgrounds, genders, and areas of interest, the effectiveness of existing measures and programs can be significantly bolstered.

6. APPENDICES

- § **Definition of Key Terms**
- § **List / Contacts of relevant educational and education policy organizations in the partner country**
- § **Bibliography**
- § **Questionnaire Templates and Interview Guidelines**

6.1 Annex 1

6.1.1   Definitions of Key Terminology

Educational Levels

The LLP scheme foresees the following education levels (and codes)

ISCED 2PV	Lower secondary or second stage of basic education - level 2 - pre-vocational programmes
ISCED 2VOC	Lower secondary or second stage of basic education - level 2 - vocational programmes
ISCED 2GPV	Lower secondary or second stage of basic education - level 2 - general and pre-vocational programmes
ISCED 2VPV	Lower secondary or second stage of basic education - level 2 - pre-vocational and vocational programmes
ISCED 2A	Lower secondary programmes designed for direct access to level 3, in a sequence which would ultimately lead to tertiary education (i.e. entrance to ISCED 3A or 3B)
ISCED 2B	Lower secondary programmes designed for direct access to level 3C
ISCED 2C	Lower secondary programmes designed for direct access to the labour market
ISCED 3-4	Upper secondary and post-secondary non-tertiary education - levels 3-4
ISCED 3-4VOC	Upper secondary and post-secondary non-tertiary education - levels 3-4 - vocational programmes
ISCED 3PV	Upper secondary education - level 3 - pre-vocational programmes
ISCED 3VOC	Upper secondary education - level 3 - vocational programmes
ISCED 3GPV	Upper secondary education - level 3 - general and pre-vocational programmes
ISCED 3VPV	Upper secondary education - level 3 - pre-vocational and vocational programmes
ISCED 3VPV-SCH	Upper secondary education - level 3 - pre-vocational and vocational programmes - school based
ISCED 3VPV-WRK	Upper secondary education - level 3 - pre-vocational and vocational programmes - work based
ISCED 4PV	Post-secondary non-tertiary education - level 4 - pre-vocational programmes
ISCED 4VOC	Post-secondary non-tertiary education - level 4 - vocational programmes

ISCED 4GPV	Post-secondary non-tertiary education - level 4 - general and pre-vocational programmes
ISCED 4VPV	Post-secondary non-tertiary education - level 4 - pre-vocational and vocational programmes
ISCED 4VPV-SCH	Post-secondary non-tertiary education - level 4 - pre-vocational and vocational programmes - school based
ISCED 4VPV-WRK	Post-secondary non-tertiary education - level 4 - pre-vocational and vocational programmes - work based
ISCED 4A-B	Post-secondary non-tertiary designed to provide direct access to level 5

6.1.2   Good Practice

In this project we understand as good practice any innovative - in at least one of the partner countries - measure, approach, material, information or similar for raising the motivation of young people to learn foreign languages and to improve the implementation of language learning in attractive forms (particularly in informal and non-formal settings) which is adaptable and attractive and which thus may be of added value to be used or transferred in this project.

The research of good practices can be done via desk and field research and will cover several steps, inter alia: Collation (using the template for good practice examples), rating (applying the foreseen criteria), selection (for further data processing in later work packages).

6.1.3   Learning types

Regarding Learning types the Glossary of CEDEFOP (2000) and the Communication of the European Commission (2001) 43 give the following definitions regarding:

Formal learning is defined as learning that occurs within an organised and structured context (formal education, in–company training) and that is designed as learning. It may lead to a formal recognition (diploma, certificate). Formal learning is intentional from the learner's perspective.

Non-formal learning refers to learning which is embedded in planned activities that are not explicitly designated as learning, but which contain an important learning element. Non-formal learning is intentional from the learner's point of view.

Informal learning is defined as learning resulting from daily life activities related to work, family or leisure. It is often referred to as experiential learning and can, to a certain degree, be understood as accidental learning. It is not structured in terms of learning objectives, learning time and/or learning support and, typically, does not lead to certification. Informal learning may be intentional but in most cases, it is non-intentional (or 'incidental'/ random). (CEDEFOP (2000) Glossary, in Making Learning Visible (Thessaloniki, Cedefop) and European Commission (2001) Communiqué Making a European Area of Life-long Learning a Reality, (Brussels))[1]

6.2 Annex 2

LIST / CONTACTS OF RELEVANT EDUCATIONAL AND EDUCATION POLICY ORGANIZATIONS IN THE PARTNER COUNTRY

Name of organisation	Type of organisation	Contact email	Contact phone
Oppfølgingstjenesten	For drop-outs	Bente.saure@rogfk.no	+4797565520
Rogaland Fylkeskommune	Regional board of education	stw@rogfk.no	+4751516900
Stavanger Karateclub	Sports club	Einar.espeland@nrk.no	
Stavanger Shugyo Youth Development Foundation	NGO	Stian@bsoffset.no	
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6.3 Annex 3

6.3.1 Example questionnaire template

Questionnaire 1 (informal learning environment)

The EU co-funded project "YELL - Young Europeans Love Languages" aims at raising the motivation of young people to learn foreign languages by offering an attractive and joyful learning environment outside formal education.

To find out more about the country situation, the project partner, *<name of your organisation>,* is running a field research. Your input will be of value and your answers will be treated with absolute confidentiality.

Please, return the questionnaire to ……………………………… *(via.........)* by ………… .

Please let us know your opinions on the following issues:

1. Please describe your organisation and in which framework young adults learn/practice languages in your organisation.

2. Please describe the participants regarding gender & diversity (age, gender, ethnic background, …) or any other characteristics you would like to mention.

3. Which foreign languages do they learn/ practice?

4. Do they use specific materials, practice at particular events/ environments,… Please specify:

5. Have you noticed specific needs young language learners have and if so what are they?

6. Have you identified drivers to learn/ practice languages there? Please specify:

If you are interested in learning more about the final results in YELL, please, give us your contact data (which will be treated strictly confidential)

My name:………………………………   My email adr.: ………………………………….

Thank you for your contributions.

Example Questionnaire template (non-formal learning environment)

The EU co-funded project "YELL - Young Europeans Love Languages" aims at raising the motivation of young people to learn foreign languages by offering an attractive and joyful learning environment outside formal education.

To find out more about the country situation, the project partner, *<name of your organisation>,* is running a field research. Your input will be of value and your answers will be treated with absolute confidentiality.

Please, return the questionnaire to …………………………… *(via.........)* by ………… .

1.   Please describe your organisation and in which framework young adults can learn/practice languages?

2.   Which foreign languages do you offer/ teach? (If you offer different levels, please specify.)

3.   Which innovative materials do you use/ where does the language learning (mainly) take place?

4.   Please describe the participants regarding gender & diversity (age, gender, ethnic background, …) or any other characteristics you would like to mention.

5.   What do you think are the drivers for young learners to learn foreign languages and how do you motivate them?

6.   Are there specific needs of young learners from your point of view? If so, in what way do you address them?

7.   After completion of the language learning, do/can the participants acquire a certificate?

If you are interested in more information on the final project outcomes, please, give us your contact data (which will be treated strictly confidential)

My name:………………………………   My email adr.: ………………………………….

Thank you for your contributions.

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein